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ABSTRACT

The report reviews vocational education activities in Ohio for fiscal year 1975 and makes recommendations for the improvement of the vocational program. Goals for vocational education in Ohio are outlined, and the State's delivery system is described according to planning, organizing, operation, leadership, coordination, and evaluation. A chart showing the use and allocation of Federal and other resources is included, as is a progress report on objectives as adopted for fiscal year 1975 projected to fiscal year 1980. A brief overview of several research and evaluation studies appears, along with recommendations for program improvement, and a review of the action taken by the State in response to last year's recommendations. A brief statement of the Advisory Council's history and function, with listings of members and activities for 1975 completes the document. (NJ)

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SIXTH ANNUAL REPORT/OHIO ADVISORY COUNCIL FOR VOCATIONAL EDUCATIONAL/FISCAL YEAR 1975

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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VOCATIONAL EDUCATION IT'S FOR THE PEOPLE

CE000999

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December 1975

The State Board of Education
Ohio Departments Building
65 South Front Street
Columbus, Ohio 43215

Ladies and Gentlemen:

The Ohio Advisory Council for Vocational Education is pleased to transmit its Sixth Annual Report to the State Board of Education. This report, in compliance with the regulations of Public Law 90-576, is for your review and transmittal to the U.S. Commissioner of Education and to the National Advisory Council on Vocational Education, together with any comments you may consider appropriate.

The recommendations contained herein were determined after extensive research, observation and study. The Council appreciates the outstanding cooperation received from the State Department of Education and Dr. Byrl R. Shoemaker, Director, Division of Vocational Education, and his staff, in supplying necessary information and resource material to assist with this report. We also appreciate the consideration and response the State Board of Education has given to our prior reports and recommendations.

Ohio can be justly proud of its program of vocational education. It is our hope that the implementation of these recommendations will further enhance the program and offer even greater opportunities to the citizens of our state.

Sincerely yours,

Mary T. Schloss

Mary T. Schloss
Chairman, 1974-1975

MTS/pd

Sixth Annual Report, FY 1975

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Preface

State Advisory Councils on Vocational Education were created by the Congress of the United States with the passage of the Vocational Education Act of 1963, and as amended in 1968. The Ohio State Council is comprised of 23 persons, appointed by the State Board of Education, who represent the categories specified in the federal statute.

The Advisory Council is charged by law to advise and make recommendations concerning the state's vocational education programs, and to make annual reports to the State Board, the National Advisory Council on Vocational Education, and the United States Commissioner of Education.

. . . the student role was not a role of taking action and experiencing consequences. It was not a role in which one learned by hard knocks. It was a relatively passive role, always in preparation for action, but never acting. The consequence of . . . the student role, and the action-poverty it implies for the young, has been an increased restiveness among the young. They are shielded from responsibility, and they become irresponsible; they are held in a dependent status, and they come to act as dependents; they are kept away from productive work, and they become unproductive.

—James S. Coleman
How Do the Young Become Adults? 1972

. . . I have asked the Secretaries of Commerce, Labor and HEW to report to me new ways to bring the world of work and institutions of education closer together. For your Government as well as you, the time has come for a fusion of the realities of a work-a-day life with the teaching of academic institutions.

—President Ford
Remarks at the Summer Commencement of Ohio State University, August 30, 1974.

VT 102 775

Ohio's Goals for Vocational Education

- The development of career education for persons who need aid in the selection of, and preparation for, employment in all vocational areas.
- Vocational cooperative education for students who can profit from a cooperative arrangement between the school and employer, and especially for those students who are school drop-out prone or who can benefit from financial assistance.
- Vocational education for persons who have completed or left high school and who are available for preparation to enter the labor market.
- Vocational education for persons who have already entered the labor market and who need training or retraining to achieve stability or advance in employment.
- Vocational residential schools for youth 16 through 21 years of age who can better profit from vocational education in a residential school.
- Vocational home economics consumer and homemaking education for persons who are or may become both homemakers and wage earners.
- Vocational home economics consumer and homemaking education and family life programs for students living in culturally depressed areas.
- Vocational work study for students enrolled in job training programs who are 15 but less than 21 years of age, and who need earnings from employment to pursue a vocational education program.

CAREER EDUCATION

VOCATIONAL RESIDENTIAL SCHOOLS

FAMILY LIFE PROGRAM

• TRAINING • RETRAINING

VOCATIONAL HOME ECONOMICS

FOR THOSE WHO HAVE COMPLETED OR LEFT HIGH SCHOOL

VOCATIONAL WORK STUDY

Ohio's Delivery System for Vocational Education

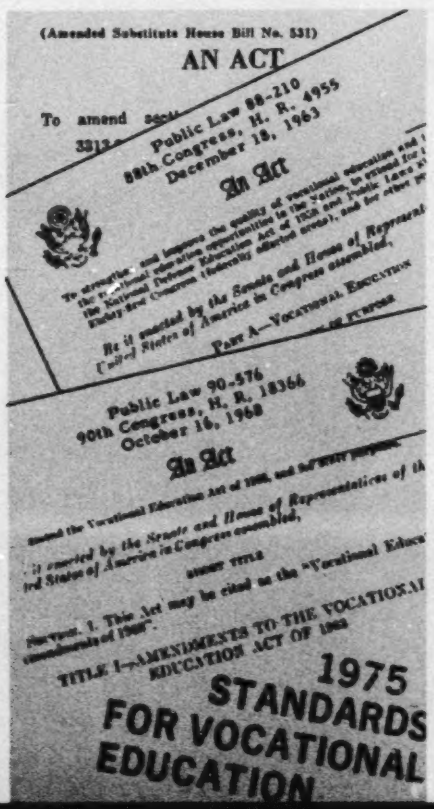
Ohio's delivery system for vocational education is oriented toward meeting the needs of people —youth and adults. In brief, this delivery system consists of the following:

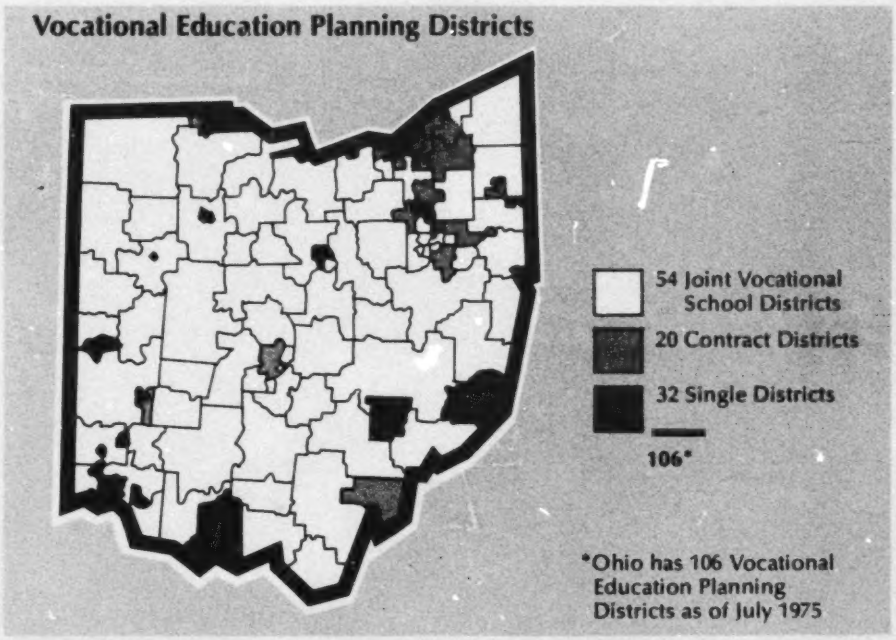
Planning

The massive expansion of vocational programs and services throughout Ohio has come about as a result of consistent and coordinated planning at the federal, state and local levels.

The Vocational Education Act of 1963 and its 1968 amendments were catalytic in stimulating such planning efforts. Ohio capitalized on this federal legislation through the passage of H.B. 531 by the state legislature, which required 617 school districts to organize into larger and more efficient vocational education planning districts. This landmark legislation required districts to cooperate in order to provide the necessary student base and tax base for an adequate program of vocational education.

Programmatic planning by objectives, a function at both state and local levels, has increased vocational program offerings in Ohio from 70 to 155 occupational areas. The industrial occupation matrix developed by the U.S. Department of Labor and adapted to Ohio by the Bureau of Employment Services provides the basic data for this effort.




Vocational Education Planning Districts
54 Joint Vocational School Districts
20 Contract Districts
32 Single Districts
106*
*Ohio has 106 Vocational Education Planning Districts as of July 1975

Organizing

Pursuant to the passage of both federal and state legislation, the State Board of Education developed and implemented standards consistent with legislative intent.

The state board approved a statewide district organizational plan which calls for a minimum of 12 different programs and 20 classes in all sections of the state. Additionally, state board standards established a minimum requirement for facilities and equipment to serve no less than 40 percent of all youth above 16 years of age and a target for meeting the standards of September 1, 1975.

To date, 95.9 percent of Ohio's young people age 16 and above are enrolled in school districts which have vocational facilities completed or under construction which will meet the standards.

Operation

Education for a chance

Research on child development indicates clearly the importance of the home as the basis for the child's success in our educational system. Programs in family life education have been initiated in each of our major cities and in three rural vocational education planning districts. The family life program focuses upon the role of the home in the areas of nutrition, child development, money management, foods and clothing. During the past year, programs of parent education for infant enrichment efforts, covering children's development from birth through age three, have been initiated in cooperation with the inner city and rural family life programs.

BOE
FHA
VICA
FFA
DECA
GRADE LEVEL
K-6
7-8
9-10
11-12
POST SECONDARY
O.W.A.
O.W.E.
age 16-up
Career Motivation
Career Orientation
Career Exploration
Special Programs for Disadvantaged and Handicapped Students
All Students
All Students
All Students
Occupational lab
age 14-up
JOB
UNEMPLOYMENT
WELFARE
Educational Programs to Provide an Employable and Well Adjusted Citizen

The school consumer and home and family life programs under the vocational home economics service in the public schools continue to focus on the preparation of youth for adult and family responsibility.

Education for a choice

Research in the area of occupational choice for youth indicates that such choices do not become realistic until age 16. Research also indicates, however, that the quality of the choice is based upon motivation toward and understanding of the world of work. Modern society effectively insulates youth from the world of work. Only an experience-centered career education effort will enable young people to be motivated to want to work and to respect all work; to be oriented to the various professions, technical, skilled and semi-skilled occupations; and to explore those occupational areas in which they have an interest. All students and all teachers must be involved.

During this past year, Ohio invested four million dollars in a career education program that served 175,100 students in grades K-10. The program emphasized career motivation, career orientation and career exploration across the broad spectrum of employment opportunities ranging from professional to semi-skilled.

Education for work

In 1963, four percent of Ohio's youth age 16 and above in the public schools were enrolled in a job training vocational program. In 1975, 34 percent of the same age youth were enrolled in in-school job training in agriculture, business, distribution and marketing, health, home economics and trade and industrial education.

Forty-one thousand youths are enrolled in cooperative job training in which they spend one-half day in school and one-half day on a paid job learning the skills of an occupation. In 1974-75, cooperatively trained vocational education students earned $59 million in this learn-and-work effort.

In 1974, only 3.3 percent of the youth graduating from Ohio's secondary vocational programs who were seeking employment were unemployed four months after graduation.

The number of adults served through vocational education has grown from 97,000 in 1963 to 264,000 in 1975. In addition, state and federal funds for vocational education have assisted in the support and expansion of technical education associate degree programs.

Education for updating, upgrading and retraining

In a technological age, significant changes occur in the work skills and technical knowledge required for individual occupations. While few occupations are eliminated, the changing demands of occupations require workers to upgrade their skills and technical knowledge in order to remain competitive in the work force. All facilities and equipment for vocational education in Ohio are committed to upgrading and retraining as well as preparatory training of youths and adults.

Upgrading and retraining also can serve to prepare the worker for a better job. Such programs serve not only the individual who needs training to hold a job or to upgrade skills, but also industries and businesses that need to retrain segments of their work force to deal with new processes or new products.

Programs are offered any time of the day or night for any number of hours. The instructional staff may come from the school or from business and industry in a community.

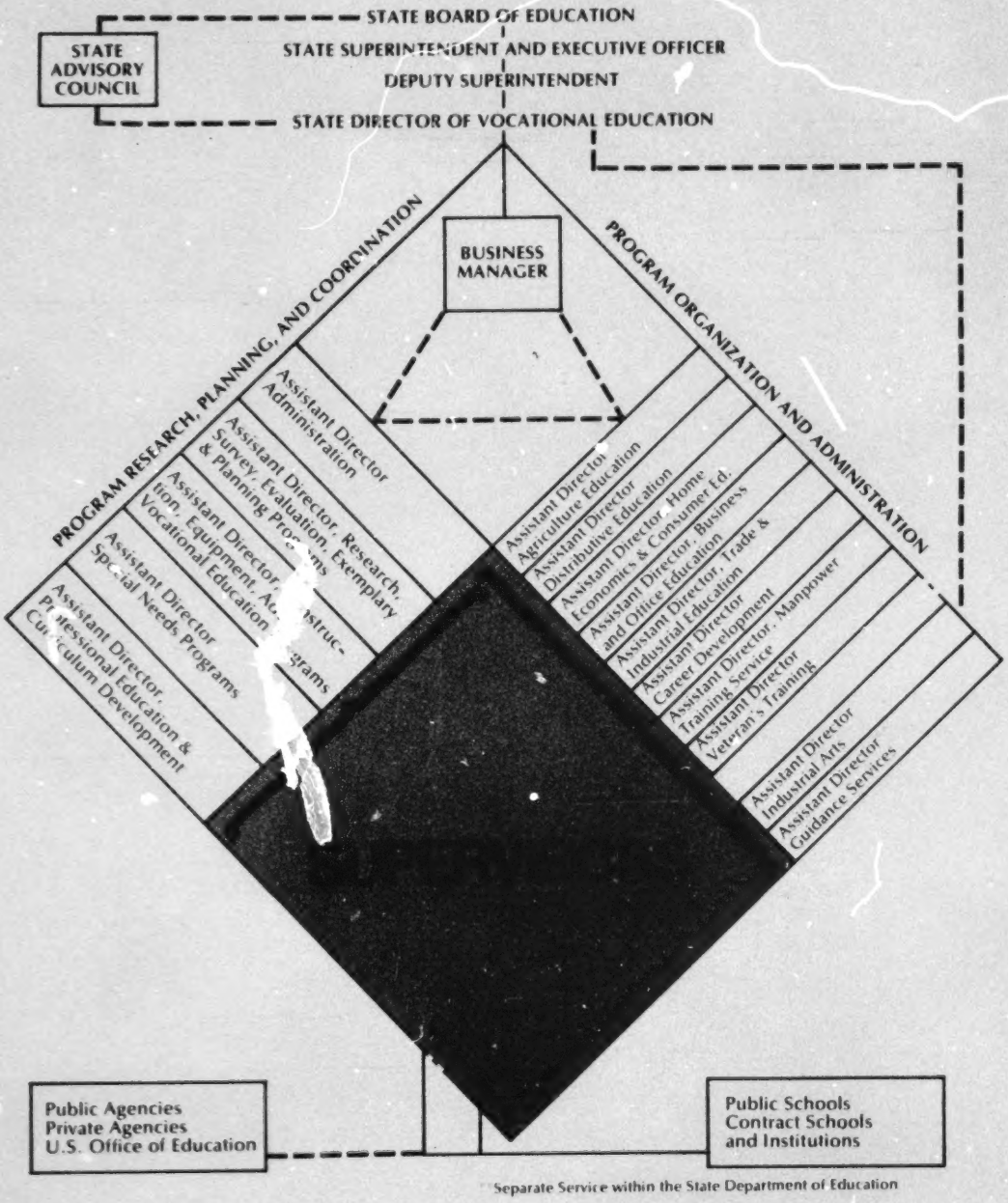
Education for special needs

The Vocational Education Amendments of 1968 pointed specifically to the obligation of vocational education programs to serve youth with special needs — those with relatively low mental ability, the highly intelligent with disruptive behavior patterns, physically handicapped, and those with social and economic handicaps.

The Ohio program for youth with special needs welds together vocational education programs with special support services and aids. The funding for special needs has not replaced the regular investments in vocational education, but has extended beyond those investments.

Services include occupational work adjustment and occupational work experience, remedial education, interpreters for Spanish-speaking students, work assessment / work adjustment testing, and adaptation of equipment such as typewriters to accommodate the physically handicapped.

Organization of Ohio State Board Staff for Vocational Education


STATE BOARD OF EDUCATION
STATE SUPERINTENDENT AND EXECUTIVE OFFICER
DEPUTY SUPERINTENDENT
STATE DIRECTOR OF VOCATIONAL EDUCATION
STATE ADVISORY COUNCIL
BUSINESS MANAGER
PROGRAM RESEARCH, PLANNING, AND COORDINATION
PROGRAM ORGANIZATION AND ADMINISTRATION
Assistant Director Administration
Assistant Director, Research, Survey, Evaluation, Exemplary & Planning Programs
Assistant Director, Construction, Equipment, Area Vocational Education Programs
Assistant Director Special Needs Programs
Assistant Director, Professional Education & Curriculum Development
Assistant Director Agriculture Education
Assistant Director Distributive Education
Assistant Director, Home Economics & Consumer Ed.
Assistant Director, Business and Office Education
Assistant Director, Trade & Industrial Education
Assistant Director Career Development
Assistant Director, Manpower Training Service
Assistant Director Veteran's Training
Assistant Director Industrial Arts
Assistant Director Guidance Services
Public Agencies
Private Agencies
U.S. Office of Education
Public Schools
Contract Schools
and Institutions
* Separate Service within the State Department of Education

Leadership and Coordination

State Board of Education

Since 1963, the State Board of Education has provided for the expansion of the Division of Vocational Education to give leadership to change and expand programs. Staffing for program operation, which included the services of agriculture, business and office, distribution, homemaking, trade and industrial, and veterans training, has been expanded by the addition of sections for special needs and manpower development and training. Sections have been added to the division to include administration and planning, construction, post-secondary and cooperative education, professional staff and curriculum development, and research, survey, evaluation and exemplary programs. Inter-divisional cooperation has been established with the divisions of Guidance and Testing, Elementary and Secondary Education, Finance, and Special Education. This system has provided for improved planning within the State Plan and the establishment of local education area plans related to the state objectives. Both the state plans and the local plans are updated annually.

Local vocational education leadership

The scope and quality of a vocational education program are dependent upon the quantity and quality of local vocational education leadership. Ohio's vocational leadership training program consists of six weeks of full-time study at Kent State University, followed by a year's internship in an approved vocational education center. It is significant that 92 percent of the persons completing the preservice and internship leadership training program for directors and supervisors over the past nine years are presently employed in leadership roles in vocational education in Ohio.

Workshops, conferences and inservice training patterns are instituted in order to maintain a continuing thrust for change and development of vocational education in Ohio.

Vocational teacher education

Vocational education functions on the premise that people cannot teach what they do not know. Skills in and technical knowledge of the occupational area in which the person will be teaching are essential to the success of that teacher. Such competency commonly requires work experience in the occupation. It is also recognized, however, that competency in skills and technical knowledge must be supported by competency in teaching methods, understanding of child development and skills in program organization and operation.

The teacher education effort in Ohio, involving nine universities, contributes to the success of the vocational program through coordinated preservice and inservice activities. Essentially, the administrative functions at the state and local levels work as a team with the teacher education functions at the universities in order to build a quality program. Heavy emphasis is placed upon inservice training, because many persons enter teaching of vocational education directly from the world of work.

STATE BOARD OF EDUCATION OF OHIO

Evaluation

P.R.I.D.E.

The Program Review for Improvement, Development and Expansion represents a positive effort in evaluation to provide direction and goals for the improvement, development and expansion of vocational education programs rather than a limited stamp of approval or disapproval. The program review provides for

- an analysis of program costs on a comparable accounting base across districts;
- an expression of interests and concerns of students prior to enrollment in vocational education;
- the involvement of committees of knowledgeable persons from the community to review the vocational education administration, services and instructional programs in all schools of a planning district.

Annually, 20 percent of the vocational education districts are included in the program review, and the resulting report becomes a plan for improvement in the years between program reviews. The supervisory services from the Division of Vocational Education annually review progress toward the improvement agreed upon in the planning districts.

The PRIDE program has made effective use of the state staff in the operational services. Also it has enhanced the efficiency and effectiveness of programs through the involvement of the administration of the local districts and representatives from the community.

State Advisory Council for Vocational Education

Vocational education programs cannot possibly be successful operating in isolation from representatives of business, industry and public at either the local or state level. An advisory council at the state level is mandated by law, but Ohio had maintained a state advisory committee prior to the requirement of law. The funding granted for the state advisory council under the Vocational Education Amendments of 1968 did, however, give the council more effectiveness. Local advisory committees are required at the time a program is initiated in a local community. The use of such local advisory committees is encouraged after the program becomes operational.

The efforts of both the Division of Vocational Education and the state advisory council have increased effective use of advisory councils at the local level. The Program Review for Improvement, Development and Expansion assures the effective use of a local advisory committee for each program at the time of a periodic review. Advice and counsel are solicited from business and the public for improvement in terms of the four sectors of production in the field of vocational education — physical facilities and equipment, curriculum, instructional staff and student recruitment, placement and follow-up.

Use and Allocation of Federal and Other Resources in Meeting Ohio's Goals

Program/Purpose	Reported 1974 Funds		
	Total	Federal	Local/State
Section 102(b) State Programs			
Disadvantaged	1,390,919	1,351,887	39,032
Part B—State Programs:	150,898,476	25,533,572	125,364,904
1. Secondary	72,747,305	2,318,140	70,429,165
2. Post-Secondary	15,464,887	5,108,809	10,356,078
3. Adult	5,892,020	595,814	5,296,206
4. Disadvantaged	22,392,941	4,021,175	18,371,766
5. Handicapped	3,122,047	2,299,920	822,127
6. Construction	24,569,554	7,594,176	16,975,378
7. Guidance & Counseling	3,488,507	1,176,623	2,311,884
8. Contracting Instruction	252,455	-0-	252,455
9. Ancillary Services			
a. Administration and Supervision	1,883,340	1,443,165	445,175
b. Evaluation—State	*	*	*
c. Teacher Training	910,524	822,613	87,911
d. Research and Demonstration Projects	5,299	4,824	475
e. Curriculum Development	164,597	148,313	16,284
Special Programs:			
Part C — Research and Training	694,402	484,483	209,919
Part D — Exemplary Programs	2,665,308	241,021	2,424,287
Part F — Consumer & Homemaking	17,676,382	2,623,084	15,053,298
Part G — Cooperative Education	778,231	716,259	61,972
Part H — Work Study	909,930	793,799	116,131
GRAND TOTAL	175,013,648	31,744,105	143,269,543

* Included in 9a.

Budgeted 1975 Funds			Planned 1976 Funds		
Total	Federal	Local/State	Total	Federal	Local/State
1,328,586	1,195,728	132,858	1,005,770	1,005,770	-0-
143,889,143	23,603,598	120,285,545	150,178,902	21,738,257	128,440,645
76,410,781	2,603,848	73,806,933	82,512,857	2,788,395	79,724,462
16,562,948	3,500,145	13,062,803	18,840,826	4,782,416	14,058,410
5,666,140	108,470	5,557,670	6,594,147	577,047	6,017,100
23,097,526	4,265,151	18,832,375	25,477,132	3,260,738	22,216,394
3,606,733	2,487,280	1,119,453	3,552,039	2,173,826	1,378,213
8,483,230	4,241,615	4,241,615	3,000,000	1,500,000	1,500,000
2,871,715	1,587,868	1,283,847	3,662,932	1,635,454	2,027,478
205,308	-0-	205,308	237,881	-0-	237,881
5,210,678	4,268,503	942,175	2,638,157	1,505,183	1,132,974
*	*	*	344,600	310,140	34,460
*	*	*	1,366,051	1,272,778	93,273
1,774,084 (CD)**	540,718	1,233,366	1,802,280	1,802,280	-0-
*	*	*	150,000	130,000	20,000
630,206	468,990	161,216	540,831	452,831	88,000
2,318,115	241,021	2,077,094	5,561,201	239,610	5,321,591
23,544,216	2,578,547	20,965,669	24,311,613	2,062,414	22,249,199
865,210	786,555	78,655	714,294	657,408	56,886
891,572	757,836	133,736	698,692	609,518	89,174
173,467,048	29,632,275	143,834,773	183,011,303	26,765,808	156,245,495

**Career Development

Source: Ohio Department of Education

Progress Report on Objectives as Adopted for FY '75 Projected to FY '80

Objective 1

To provide by 1982 a career motivation program for all youth at the elementary school level which will encourage constructive work attitudes adjusted to 1980 to provide for 881,964 or 80.0% of the 1,102,455 students at the K-6 grade level.

1974	1976	1980
84,660	200,399	881,964

Objective 2

To provide by 1982 a career orientation program for all youth 12 and 13 years of age to build a basis for a career exploration program realistic in light of all the circumstances surrounding them and the actual and potential labor market demands for gainful employment adjusted to 1980 to provide for 246,131 or 80.0% of the 307,664 students, at the 7th and 8th grade level or 12 and 13 years of age.

1974	1976	1980
32,279	62,457	246,131

Objective 3

To provide by 1982 a career exploration program for all youth 14 and 15 years of age adjusted to 1980 to provide for 283,236, or 80.0% of the 354,045 students, at the 9th and 10th grade level or 14 and 15 years of age.

1974	1976	1980
26,758	67,789	283,236

Objective 4

To provide by 1982 an occupational work adjustment program for all drop-out prone youth below the age of 16 years, adjusted to 1980 to provide for 8,368 or 12.8% of the 65,534 drop-out prone students, which equals 18.5% of the youth in the 9th and 10th grade level or below the age of 16 years.

1974	1976	1980
6,640	7,717	8,368

Objective 5

To provide by 1975 a preparatory job training vocational education program for 40% of all the high school youth 16 years of age and above, and other qualified groups, adjusted to 1980 to provide for 170,642 or 46.0% of the 370,853 students at the 11th and 12th grade level or 16 years of age and above, and other qualified groups.

This includes 75% of the disadvantaged school youth who have academic, socio-economic or other handicaps that prevent them from succeeding in a regular vocational education program adjusted to 1980 to provide for 56,747 or 100% of the 55,628 disadvantaged school youth which equals 15% of all youth at the 11th and 12th grade level or 16 years of age and above. It also includes 50% of the handicapped high school youth, who because of their handicap, cannot succeed in a regular vocational education program adjusted to 1980 to provide for 16,916 or 45.6% of the 37,085 handicapped school youth which equals 10% of all youth at the 11th and 12th grade level or 16 years of age and above.

1974	1976	1980
120,588	136,776	170,642

Objective 6

To provide by 1982 a post-secondary vocational program for 5% of persons 18 through 21 years of age, adjusted to 1980 to provide for 42,890 or 4.8% of the 898,174 persons 18 through 21 years of age.

1974	1976	1980
22,772	27,743	42,890

Objective 7

To provide by 1982 retraining and up-grading vocational education programs for 7% of all adult workers, adjusted to 1980 to provide for 294,034, or 5.7% of the 5,194,700 adult workers.

1974	1976	1980
192,514	218,763	294,034

Objective 8

To provide by 1980 four residential vocational schools for 2,000 youth 16 to 21 years of age who can profit from this type of an instructional program.

1974	1976	1980
(65)	(30)	(2,000)

Objective 9a

To provide by 1985 a two year vocational home economics consumer and homemaking education program for 50% of high school students which will prepare them for the role of homemaker in the dual role of homemaker and wage earner, adjusted to 1980 to provide for 133,459, or 18.4% of 724,898 students at the 9th through 12th grade level.

1974	1976	1980
105,442	116,480	133,459

Objective 9b

To provide by 1985 a vocational home economics consumer and homemaking education program for persons which will prepare them for the role of homemaker in the dual role of homemaker and wage earner, adjusted to 1980 to provide for 20,400 or 14.6% of the 139,457 persons in a one year age span.

1974	1976	1980
10,790	13,128	20,400

Objective 10a

To provide by 1985 a one-year vocational home economics consumer and homemaking education and family life program for 50% of drop-out prone students at the 7th and 8th grade level living in culturally depressed areas, adjusted to 1980 to provide for 8,043 or 21.0% of the 38,309 drop-out prone youth at the 7th and 8th grade level which equals 21.1% of the youth at 7th and 8th grade level living in culturally depressed areas.

1974	1976	1980
2,998	3,974	8,043

Objective 10b

To provide by 1985 a vocational home economics consumer and homemaking education and family life program for adults living in culturally depressed areas, adjusted to 1980 to provide for 22,083 or 8.4% of the 264,089 adults in a three year age span living in culturally depressed areas.

1974	1976	1980
12,796	15,569	22,083

Objective 11

To provide by 1982 a vocational work-study program for 5% of the students enrolled in a job training program, who are 15 but less than 21 years of age, and who are in need of the earnings from employment to pursue a vocational education program, adjusted to 1980 to provide for 5,000, or 2.9% of the 170,642 vocational students basically in the 11th and 12th grade vocational program, who are 15, but less than 21 years of age, and who are in need of earnings from employment to pursue a vocational education program.

1974	1976	1980
2,476	3,500	5,000

Areas of Research by the Council

The primary function of the State Advisory Council for Vocational Education is to make recommendations to the State Board of Education for the improvement of the vocational program. These recommendations are based, to a major degree, on research and evaluation studies. Following is a brief overview of several studies completed this year.

The Occupational Work Adjustment and the Occupational Work Experience Programs in Ohio: A Benefit-Cost Study

Report on a Study by
Professor I. A. Ghazalah
Department of Economics
Ohio University

The Occupational Work Adjustment (OWA) and the Occupational Work Experience (OWE) programs are unique vocational programs specifically designed for the dropout-prone youth: OWA for 14-15 year olds, OWE for those 16 years and over. Both programs combine supervised employment with in-school training. This cooperative arrangement between school and employer is aimed at discouraging students from dropping out of school and at improving their potential for successful participation in our changing technological economy.

The major finding of the economic study of OWA and OWE is that both programs have positive economic value for participating students and for society at large.

The study of OWA and OWE evaluated the programs in terms of their contribution to raising the productivity of participants. Clearly other economic benefits accrue to society from the training of youth provided under these two programs: the lower unemployment rates reduce the necessary expenditures for unemployment compensation, public assistance and other related governmental services. Furthermore, there are other (non-economic) benefits from educational programs such as OWA and OWE including the higher sense of personal satisfaction and increased social interaction that accomplishment of a specific goal makes possible. Inclusion of these other benefits, which must await the availability of data and the advance in methodology and measurement, can only serve to strengthen the case for the economic value of the OWA and OWE programs.

An Evaluation of Family Life Education Programs

by Mr. Joseph Hall and Mrs. Hazel Foster

The Division of Vocational Education requested an evaluation of the family life programs now in operation and the extent to which infant stimulation, a new component, is being developed and integrated into the existing curriculum. The purpose of this evaluation was to provide data for assessment and for review for the planning and funding of this program.

Stated program goals were appraised. An examination was made of each program with emphasis on what has or has not developed, who carried what responsibilities, and what products are identifiable in terms of quality and quantity of services.

Attention was given to the infant stimulation component of the program and to the incorporation of child development, consumer education, and nutrition within the planned curriculum.

Also noted in the survey were the coordination with outside agencies, the procurement of additional sources of funding, and the efforts made for promotion of local family life education programs.

The results and findings were based on information gleaned from visitation to each of the centers, interviews with the city school staff members, program directors and participants, community agencies, and citizens in the neighborhood in which the center was located.

The evaluation found the programs well administered, relevant and productive. The program directors were well prepared and conscientiously endeavoring to develop and maintain quality in program and staff. There was some concern about attendance, the need for ongoing inservice training, and more adequate funding. However, in general, the programs were meeting the needs of the people being served.

Perceptions of Vocational Education in Ohio by Employers

by Dr. W. Wayne Talarzyk,
Educational Marketing Associates,
Columbus, Ohio

For any evaluation and advisory system for an educational program to be valid, it is imperative to know how that program is perceived by prospective employers of the program's graduates. It is also desirable to have this information for both current users and nonusers of the program's graduates so that a fair, representative perception of the program can be concluded. In addition, it is best to be able to relate the perceptions to employer variables such as size of firm and extent of usage of various types of

graduates. It is also beneficial to have concurrent perceptions of alternative educational programs.

For these reasons, the overall objective of this research project was to gather information concerning employers' attitudes, perceptions and opinions of Ohio's vocational education program, along with insights as to the strengths and weaknesses of the program and how it might be improved to meet more fully the needs of Ohio employers. Specifically, the overall objective was broken down into seven individual objectives or questions:

- What are Ohio employers' attitudes, opinions and perceptions of vocational education in Ohio?
- What are the strengths and weaknesses of the present program?
- What are the various values of the individual characteristics of vocational education graduates to employers?
- What are the needs and requirements of Ohio employers for vocational education graduates?
- How do all of the above items vary across different classifications of employers?
- How might the vocational education program be profitably improved to meet the needs of Ohio employers?
- Are changes needed in the way characteristics of the present program are communicated to employers?

In general, attitudes toward and perceptions of vocational education were quite favorable. The 251 Ohio employers responding to the mail questionnaire evaluated vocational education graduates more favorably than graduates of other curricula on almost all employee attributes.

Vocational education graduates were rated strongest on "skills needed for job opening" and "willingness to learn new job skills or take training." This group rated less favorably on "attitudes toward company/employer" and "concern for productivity" (although these ratings were higher than those received by graduates of other curricula). About 60 percent of the total sample indicated agreement with the statement "our firm's experience with vocational education graduates has been quite favorable."

The percentage of agreement with some of the other vocational education specific questions:

- 13% said that vocational students are poorly trained.
- 19% thought graduates of vocational education are poorly motivated.
- 76% of respondents thought that vocational education students should be given more practical experience in their training.
- 74% feel that vocational education needs to have an improved image.
- 73% felt they would like to know more about this state's vocational education program.

The following three studies were conducted by the Evaluation Division of the Ohio State University Center for Vocational Education, Columbus, Ohio:

The Area Vocational School Enrollment Study

Home schools vary greatly in terms of the percent of their students enrolled at joint vocational schools. The purpose of this study was to identify those variables (e.g., school finances, transportation, instructional programs, extra curricular activities, student attitudes, student plans) between home schools that send high percentages and those that send low percentages of their students to joint vocational schools.

Visits were made to 20 home schools and six joint vocational schools. Interviews were held with over 50 school administrators and counselors. Questionnaires were completed by over 2700 students. Variables that were found to be related to schools that had a high percent of their students enrolled at the joint vocational schools included:

- Perceived levels of student knowledge and skills,
- School subjects completed as sophomores,
- Grade point averages earned at home schools,
- Types of people that influenced student decisions related to attending area vocational schools, and
- Student attitudes toward joint vocational school students.

Abstract: An Evaluation of Placement Programs in Ohio Schools

The purpose of this study was to examine the placement programs in selected school systems in Ohio. The definition of a placement *programs* (as opposed to project or activity) was one which was comprehensive, saleable, supported and cooperative. These criteria were derived from National Advisory Council on Vocational Education recommendations and were set forth in a site visitor checklist used at each of the 11 Ohio school systems that

were visited.

The basic findings of the study were, that although various aspects of a placement program were found in several schools, fully operational placement programs as defined above did not exist. A previous Advisory Council recommendation for schools to hire job placement coordinators had not been implemented. By and large, schools were not willing to trade a counselor position for a job placement coordinator. Placement responsibilities were most often met through the *ad hoc* duties of the vocational teachers.

The study recommended that a clear definition of job placement programs be established and that guidelines and criteria be developed for Ohio secondary schools. Further, there is a need to have placement programs coordinated among various agencies within a labor market area or vocational planning district. A final recommendation urged that a job placement coordinator position be established, that it be located at the district's central administration level, and that "Someone should accept the leadership role to define, develop and implement a comprehensive placement program for Ohio. The program is not likely to materialize until that leadership role is accepted and implemented."

Abstract: Manpower Demand Feasibility Study

Each year, thousands of decisions are made to continue, expand, cut back, or even discontinue vocational program offerings in Ohio's secondary schools. The purpose of this study was to determine both the kinds of information and the kinds of assumptions on which these decisions are made. The primary focus was on the processes by which manpower (or labor market) demand data are obtained and interpreted. The study team analyzed both the national system for obtaining demand projections and the specific systems used by Ohio's Vocational Education Planning Districts (VEPD's).

The main findings from the study indicate that Ohio's Planning System for Vocational Education is new and comprehensive in scope. It attempts to deal with the many complex issues involved in obtaining and interpreting manpower demand data. The system is adapting and improving as problems are encountered. Data are now being generated which plug into supply-demand projections for each vocational program in each of Ohio's 106 VEPD's. The structure of the study was to understand the process by which these projections were made in order to make explicit the assumptions necessary to arrive at these projections. Twenty-four such assumptions were seen as underlying the process. They ranged from technical matters such as the disaggregation of data from national trends down to single VEPD's in Ohio, to such issues as whether or not students are able to make fully informed and open choices about their vocational preferences.

Because each of the 24 assumptions mitigates against the accuracy of and confidence in the supply-demand projections, the study's foremost recommendation is that the state and local level vocational education planners in Ohio be fully aware of the many limitations to their data bases, that they make their decisions accordingly, and that they take whatever steps possible to reduce the number of assumptions that must be made in order to generate manpower demand data.

Recommendations to the State Board of Education 1975-76

Inservice Training Programs for Vocational Staff

Comment:

Vocational education has increased so rapidly in recent years that it has been difficult to match the growth rate with adequate numbers of well-trained, qualified staff members. Furthermore, the ever changing condition of our economy, employment needs and demand, make it imperative that the administration and staff of our vocational schools continually update their training.

Recommendation 1

The State Board of Education should, in cooperation with institutions of higher learning, strengthen the state-wide system of inservice training programs, seminars, and workshops relating to teacher, supervisory, and administrative education. Inservice programs should include, but not be limited to, teacher methods, development and maintenance of courses of study, communication courses, working with youth groups, and strengthening and maintaining occupational competency.

Vocational Education -- An Answer for High Unemployment

Comment:

Our nation and state are involved with the problem of unemployment. Vocational education must meet the challenge of strengthening our economy by providing the adult community with programs for increasing and upgrading skills and increasing employment potential.

Recommendation 2

The State Board of Education should provide incentive to school districts for

- supporting accelerated or

concentrated courses, where necessary, to retrain the under-employed for available jobs as quickly as possible combining classroom instruction with supplemental on-the-job training where applicable;
- coordinating programs with other skill training opportunities, such as the Comprehensive Employment and Training Act (CETA), to prevent duplication;
- strengthening family life education in areas of high unemployment.

Career Education

Comment:
Career education should become an integral part of all education. If career education is to fulfill its potential, much more attention must be given to it at the formative stages of our educational process. Much has been done in Ohio, but many districts still have done little, or nothing, toward implementing the career education concept.

Recommendation 3
The State Board of Education should continue its efforts for the implementation and financing of career education in every district. The industrial and business community must be encouraged to participate in the career education program.

Inter-Agency Coordination and Cooperation

Comment:
Coordination and cooperation among educational institutions providing vocational and technical education are greatly needed in Ohio. The lack of coordination results in program duplication and a loss of both financial and human resources.

Recommendation 4
The State Board of Education should encourage and participate in joint planning and program articulation among technical colleges, community colleges, regional campuses, public, private, and proprietary schools. Each institution should formulate its policies and curriculum in relationship to broadly recognized community interests and needs.

Programs for Handicapped, Disadvantaged, and Special Needs Students

Comment:
Ohio has made progress in providing opportunities for these students. Many districts, however, have limited or no programs to meet the needs of handicapped, disadvantaged, and special needs students, including disruptive youth. Early identification of needs and early placement in a recommended program by trained personnel are essential for success.

Recommendation 5
The State Board of Education should initiate or expand
- programs for the handicapped, disadvantaged, and special needs students in every planning district;
- skill centers, geared to the needs of the disadvantaged and the handicapped, in each planning district;
- supportive services, such as psychological and guidance counseling and specialized instruction.

Pride and Productivity

Comment:
Many factors other than proficiency contribute toward productivity. A recent study prepared for the Ohio Advisory Council for Vocational Education concluded that employers considered such attributes as dependability, responsibility, ability to follow through, and pride in craftsmanship to be as important as skill in determining productivity.

Recommendation 6
The State Board of Education should strongly urge the local schools
- to place more emphasis on good work habits, attitudes, pride in craftsmanship, and quality of work;
- to utilize the talents and potentials of local advisory committees to accomplish this goal.

Job Development and Job Placement Programs

Comment:
The School-To-Work Project, conducted by the National Advisory Council for Vocational Education, concluded that there is an imminent and crucial need for the establishment of comprehensive placement services within the majority of secondary school systems in our country. These services should provide
- expansion of counseling and guidance to meet practical career needs;
- a job readiness program of preparation for career decision and employment;
- job development and placement;
- placement follow-up;
- inservice training for school staff.

Recommendation 7
The State Board of Education should encourage greater emphasis in the school systems on the expansion of job development and job placement programs in cooperation with the vocational education program.

Action Taken by the State in Response to Last Year's Recommendations

Recommendation 1
The State Board of Education should request leaders of the Ohio General Assembly to create a special legislative commission to study, in detail, problems existing among such groups as state licensing boards, professional associations, and vocational educators.

Division Report
Legislation directed at the problem was introduced in the past two sessions of the General Assembly. The legislature, however, has not passed the legislation, which would limit the power of the state licensing boards. The legislative program of the State Board of Education for this session of the legislature includes this statement:

"Vocational opportunities in high schools should be continued without undue restrictions by regulatory boards.

"Occupations which require a license to practice are supervised by regulatory boards. These boards could establish regulations which would rule out the preparation of youth for such occupations through high school vocational programs, even though the same preparations might be approved on a post-high school basis. This could be corrected by legislative appointment of a special legislative commission to study problems in providing vocational opportunities which exist between state licensing boards, professional associations, and vocational educators, or by a legislative enactment such as the following:

> Rules of state regulatory boards regarding age and level of education required for admission to courses of study leading to examination and licensing in professions or occupations controlled by such boards shall not apply to vocational education programs conducted in the public schools where such programs in all other respects meet the minimum standards and requirements of any regulatory board and students completing such programs have met all requirements for the high school diploma and are of the minimum age required for examination and licensing for the purpose of practicing professions or occupations controlled by such boards."

No legislation has been introduced into this session.

The Department of Education, Division of Vocational Education, continues to cooperate with the various licensing boards and with nursing and cosmetology groups. There is no evidence, however, that such boards or groups are changing their protectionist stance.

Recommendation 2
The State Board of Education should continue its effort to assure availability of a full range of vocational education opportunities for each interested eleventh and twelfth grade student and adult in the State of Ohio, regardless of residence.

Division Report
During this school year, the State Board of Education conducted hearings in four areas of the state to review the problems within the Ohio districts not meeting the 12-program and 20-class minimum standard.

The state board's annual report indicated that 86.7% of all Ohio districts, serving 93.4% of all Ohio high school juniors and seniors, were meeting the standard or had construction projects under way that would meet the standards within two years.

A report will be made to the assembly as required by the state mandate. The State Board of Education has completed a plan for assignment of districts that may not meet the minimum vocational standards by September, 1975. Such districts have been notified of the intent to assign them to joint vocational school districts that offer programs meeting the standards, if they do not implement their present plans to meet the standards.

Recommendation 3
The State Board of Education should further develop and encourage a systematic plan of "experimentation and demonstration," with alternate standards and policies to those set forth in the operating manuals, and allow reimbursement for such programs.

Division Report
The present criteria permit many varied time organizations which have not been fully utilized by local schools. Extracurricular courses are taken outside of the school time now and are not deleted from the occupational goals of vocational education students. Present standards permit related classes to be taught by teachers other than the laboratory teachers. Less work experience is required for such teachers than for laboratory teachers. Work experience in the occupation, however, is required of such related instruction.

Encouragement has been given, however, to the use of the "core program" concept, in which one instructor is responsible for both laboratory and related instruction. In this type of organization, the laboratory problems needing input from content from the disciplines may be quickly handled by the teacher on a self-contained class basis.

Present standards permit a varied number of hours of instruction for occupations, recognizing the fact that not all occupations require a long period of study.

Recommendation 4
The State Board of Education should alleviate the inhibiting factors in securing vocational enrollment in Ohio's schools.

Division Report
There are no policies of the State Board of Education which inhibit the enrollment of youth in vocational education, including vocational programs, in area vocational centers. State board standards establishing requirements for graduation are not a limiting factor. The school districts participating in area vocational centers, both in urban centers and rural areas, also have established policies which permit attendance.

The varying attendance rates are based upon student choice. It is recognized that such choices are influenced by teacher, administrator and guidance counselor attitudes in the participating schools, and peer and parent attitudes as well. Every effort is made to provide information to such sources of influence concerning the values of the vocational programs. Significant progress has been made, but much more has to be accomplished.

Within urban centers, transportation continues to be a problem. One major city, however, is planning a massive transportation effort to be initiated in September, 1975. This effort will be studied for implications for other urban centers.

Recommendation 5
The State Board of Education should, in light of the Department of Education's extended pre-vocational responsibilities, seek additional monies for vocational education.

Division Report
No additional funds were made available under the federal legislation which expanded the purposes of the Vocational Education Amendments of 1968, PL 90-576, to include funding of industrial arts programs which relate to the objectives of the act. Following the inclusion of industrial arts in the Vocational Education Act of 1968, Ohio established a limited budget for this field. The activities provided for in the budget for industrial arts emphasized leadership and planning.

The proposed revision of federal legislation in H.R. 3037, which is supported by the American Vocational Association, includes increased authorization of funds for pre-vocational education. Additional assistance to industrial arts programs will depend upon the legislation passed by the national Congress.

Recommendation 6
The State Board of Education should designate more funds for career development planning and implementation, and consider career development an integral part of the total curriculum for elementary and secondary schools, funded from the General Foundation program.

Division Report
The State Board of Education has proposed for the 1976-77 biennium that career development be expanded and put on a sound basis of funding. The board requested a budget of $5,321,591 for FY 1976 and $12,386,955 for 1977.

No funding for career education, however, has been included in the budget submitted to the state legislature. Efforts are being made by school districts who are participating or who wish to participate in career education to encourage the state legislature to give attention to funding for the program.

Recommendation 7
The State Board of Education should encourage the expansion of teacher education programs to include relevant information and skill development relating to career education.

Division Report
In the teacher redesign, a component in the teacher preparation program included relevant nonteaching work experiences for the college teacher training programs. In addition, the Division of Vocational Education has been funding inservice workshops for project personnel to enable them to conduct their own teacher inservice training sessions.

Another Educational Professions Development Act project has provided services to the 53 institutions preparing teachers in Ohio for the process of integration of career development into all disciplines and all grade levels. Additional proposals have been submitted under EPDA in competition with other states to obtain funds to expand the inservice education programs concerning career education to school districts from selected universities and to develop methods of educating all new teachers to their responsibilities for career development services for all youth.

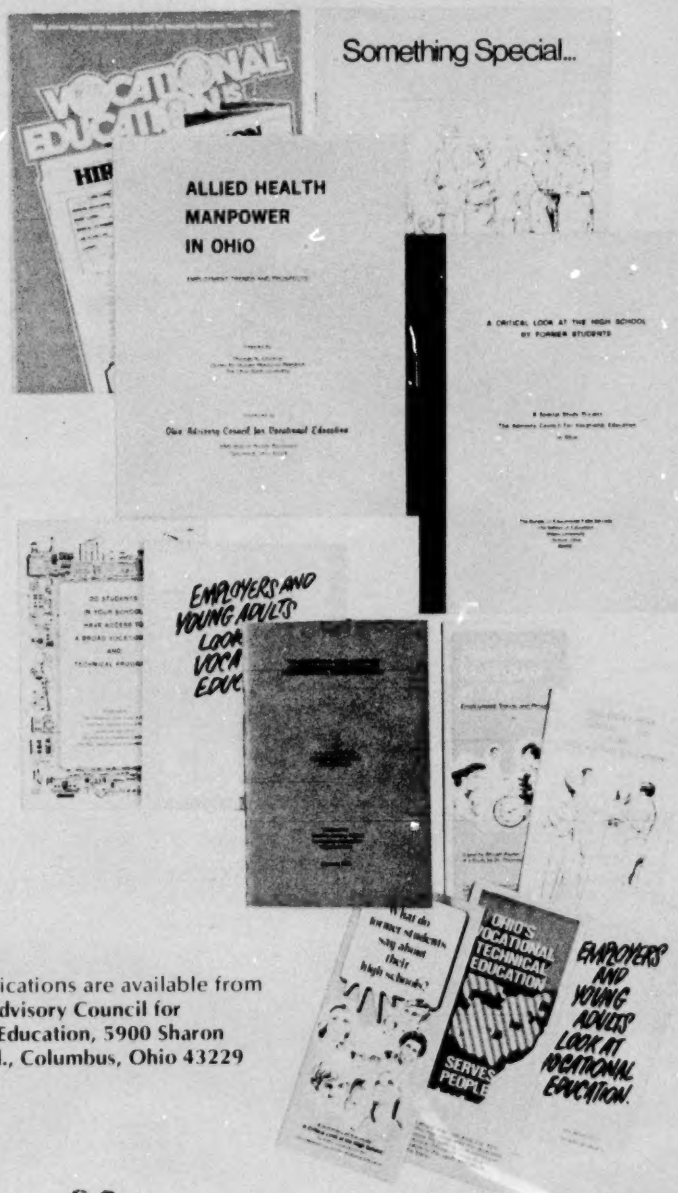
Recommendation 8
The State Board of Education should provide funding for amortization of equipment in vocational schools.

Division Report
The State Board of Education, in recommendations for legislative consideration, requested $2,500,000 for FY '76, and $3,000,000 for FY '77 for equipment replacement and upgrading of job training programs. Such funds were to be matched by districts at the local level.

No funds are included for this purpose in the budget under consideration by the state legislature at this time. During the 1975 fiscal year, $1,521,259 was allocated from federal funds to school districts offering vocational programs to assist such districts in purchasing equipment to upgrade or update the instructional program.

The amount of funds that can be made available for this purpose in future years is dependent upon final state and federal appropriations for such years.

Publications


Something Special...
ALLIED HEALTH MANPOWER IN OHIO
EMPLOYERS AND YOUNG ADULTS LOOK AT VOCATIONAL EDUCATION
OHIO'S VOCATIONAL TECHNICAL EDUCATION
SERVES PEOPLE
EMPLOYERS AND YOUNG ADULTS LOOK AT VOCATIONAL EDUCATION

These publications are available from **The Ohio Advisory Council for Vocational Education, 5900 Sharon Woods Blvd., Columbus, Ohio 43229**

Council History and Function

The Ohio Advisory Council for Vocational Education was organized in 1969 under the provisions of Public Law 90-576. The council is mandated by Congress and the members are appointed by the Ohio State Board of Education. The law requires that each state have an advisory council if the state is to be eligible to continue to receive federal support for vocational education.

The State Advisory Councils for Vocational Education were further recognized, and their duties expanded, with the Higher Education Act of 1972 (P.L. 92-318). The Ohio council is composed of 23 members, selected to represent the various categories of membership as designated in the 1963 act, and amended in 1968. The duties of the council are to

- advise the State Board of Education regarding the State Plan for Vocational Education.
- advise the State Board of Education on policy matters arising in the administration of the State Plan.
- hold public meetings (at least one annually) and hearings, at which the general public is given opportunity to express views concerning vocational, occupational and career education.
- evaluate at the state and local school level the effectiveness and accomplishments of occupational education programs in terms of the goals and objectives contained in the State Plan.
- recommend such changes in programs, services and activities as may be warranted by the evaluations.
- publish any reports as may be deemed warranted, and a required annual report of the council's evaluation findings and recommendations for change, and disseminate the report to the National Advisory Council on Vocational Education, the U. S. Office of Education, the State Board of Education, and appropriate state and local agencies and officials, as well as to interested organizations and individuals throughout the state.
- advocate — either independently or jointly with the State Board of Education and any other appropriate state agencies and organizations — needed changes in legislation, funding, and similar matters affecting occupational education before relevant state officials, the state legislature, and the governor.

Council Activities

During its sixth year of operation, the Ohio Advisory Council for Vocational Education held six regular meetings, including a three-day workshop. One public meeting was held on April 17, after being fully publicized in news media throughout the state. This meeting provided, as required by law, the opportunity for anyone who wished to testify on subjects related to vocational education.

Individual members of the council attended the following meetings:

- Joint meeting of the national and state advisory councils
- National meeting of the American Vocational Association
- Ohio State Board of Eudcation
- Ohio legislature
- Ohio Vocational Association
- The state Parent Teacher Association
- Vocational youth meetings
- Vocational seminars
- Meetings called by the Division of Vocational Education
- Local vocational functions

As a part of the annual Ohio Vocational Association conference, the council sponsored a joint meeting of local advisory committees and the state council. This joint meeting will be repeated this year.

In addition to individual visits to local vocational programs, the council as a group spent two days reviewing the vocational and technical programs at the Penta County Center, Toledo, Ohio.

In summary, the council has devoted many hours to observation, discussion, review of research and studies, and formulation of recommendations to the State Board of Education — recommendations which council members feel will result in continued improvement of an excellent vocational education program.

Council Members FY 1975

Mr. Norman H. Baker
Executive Vice President, Ohio Chamber of Commerce, Columbus — Representing general public and distribution services

Dr. Mary E. Boyd
Medical Director of Clinton County Health Department and Wilmington & Green County Health Department, Wilmington — Knowledgeable of special education needs of physically or mentally handicapped
Chairman, Program & Planning Committee

Mr. George W. Brittain
Executive Vice President, Regional Planning & Development Board, Akron — Representing general public and distribution services
Executive Committee Member

Dr. Robert C. Cawrse
Educational Consultant, Marblehead
Former Superintendent of Lakewood Public Schools — Representing educational institutions

Mr. Donald E. Dobbs
Public Relations Director, The Prestolite Company, an Eltra Company, Toledo — Representing labor and management

Mrs. Jean Dye
President, Ohio PTA, Cleveland Heights — Representing general public

Mr. Dewey C. Fuller
Executive Director, Urban League of Greater Cincinnati, Cincinnati — Knowledgeable of the poor and disadvantaged
Executive Committee — Secretary of Council

Mr. George G. Greenleaf
Executive Vice President, Ohio Grain, Feed & Fertilizer Association, Inc., Worthington — Representing general public and agriculture
Executive Committee — First Vice Chairman of Council

Mr. Irvin G. Lowery
County Liaison, Columbus-Franklin County Manpower Consortium, Columbus — Representing manpower and employment

Mr. Leo A. Lucas
Executive Director, Dayton Mesbic, Inc., Dayton — Knowledgeable of the poor and disadvantaged

Dr. Robert E. Lucas
President, Wilmington College, Wilmington — Knowledgeable of programs of technical and vocational education, including comprehensive secondary schools
Executive Committee — Second Vice Chairman of Council

Mr. Charles Mix
Staff Representative, Ohio AFL-CIO, Columbus — Representing labor and management

Dr. William S. Parry
President, The Akron Welding & Spring Company, Akron — Representing labor and management

Dr. Richard C. Pfeiffer
President, Tiffin University, Tiffin — Representing general public and private vocational schools

Mr. Charles Pinzone
Executive Secretary, Cleveland Building Trades Council, Cleveland — Representing labor and management

Miss Gerianne Potraffke
Past President, Ohio State DECA, Cincinnati — Representing vocational youth organizations

Mr. Eugene P. Rannigan
Director, Career & Vocational Education, Canton City Schools, Canton — Representing vocational education

Dr. Robert M. Reese
Executive Director, Ohio Vocational Association, Worthington — Representing institutions which provide programs of vocational or technical education
Chairman, Legislative Relations & Public Information Committee

Mrs. Mary Schloss
Member, Cincinnati Board of Education — Representing local boards of education
Executive Committee — Chairman of Council

Dr. Jacob H. See
President, Michael J. Owens Technical College, Perrysburg — Representing vocational and technical institutions
Chairman, Research & Evaluation Committee

Mr. Paul C. Snyder
Educational Consultant, Dayton Board of Education, Dayton — Representing vocational education

Dr. Albert R. Squibb
Chairman, Department of Industrial Technology, Ohio University, Athens — Representing institutions of higher education

Mr. Ned E. Williams
Director, Ohio Environmental Protection Agency, Columbus — Representing State Industrial Economic Research

Mr. John J. Shannon
Executive Director, Ohio Advisory Council for Vocational Education
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